contact with Okinawa may have taken place in 743 A.D., but this may have been confined to the island of Kume, west of Naha, and not involved Okinawa itself.[6] 175 177 648

The modern Japanese contact with Okinawa which brought about the fall of the Tenson dynasty is associated with the arrival at Unten of Tametomo in the latter part of the twelfth century. Some have regarded this as historical, others as perhaps legendary.

Unten, on the Motobu peninsula, is one of the important places in the historical geography of Okinawa island. This is the Port Melville of the Western explorers, Hall and Perry, both of whom charted the bay and its harbor.

Tametomo, of the Minemoto clan, exiled after the final defeat of the Minemoto by the Taira clan in Japan, ultimately reached Unten and there married the daughter of one of the regional nobles, and after a period of civil war, the Tenson dynasty collapsed. In 1187 A. D., the son of Minemoto Tametomo by his Okinawan wife became King Shunten. Shunten, the first of three "Japanese kings," was followed by his son Shunma Junki (1238-1248), and his grandson Gihon (1249-1260). In 1260, the legitimate dynasty was restored under King Eiso.[7]

After his succession, Eiso toured the islands and is credited with setting regular boundaries to rice-fields. "It has been said that this greatly attracted the people so that they started to look after farming." Graves, according to a manuscript history, were first built in the island, at Urazoye, and the Buddhist temple, Gokurakuji was constructed with an officiating priest named Jenkan in charge of the temple.[8] 1764 [346]

The Japanese syllabary may have been introduced at this time. Buddhism apparently did not take hold. Chinese attacks on the islands in connection with the Mongol wars and the attempted invasion of Japan seem to have left no mark on the island. [218] [719]

The year 1372 is the beginning of the period of relationships with the Chinese, in this case, the Ming dynasty. This is contemporary with the growth of a vast trade network involving Korea, Japan, China, the Ryukyus, and Southeast Asia. It is not clear whether the trade voyages under King Satsudo (reigned 1350-1399) to South China, Malaya, and the Philippines were instrumental in stimulating the Ming dynasty to engage in the Pacific trade, or whether the forced alliance of the Ryukyus with the Chinese 175. 648 439

[TEXT CONTINUES TOP of P. 30 --Analyst]

6 CA Handbook, as cited, 41, and Chamberlain, as cited, 306.

7 Chamberlain, as cited, 308

8 Manuscript history in Leavenworth, The Loochoo islands, 80. On the Japanese syllabary, see Chamberlain, as cited, 308.

358 children, whether in primary, junior, or senior high school, clean up the grounds and do repair and upkeep work. Young teachers, many [875] of whom are single, supervise the work, and often stay during the evening hours to plan the day's work or to study. Male teachers are night watchmen at the school, sleeping there in rotation.

396 The main problems of education are (1) adequate school buildings. Their condition reflects the haphazard tragedies of war. Schools vary in quality from place to place. The high school at Ginoza and the elementary school at Matsuda, for example, are excellent buildings; in other places, such as Gushichan village, the classroom buildings are little more than shanties with thatched roofs, and a siding of boards, corrugated iron, or other materials at hand. At typhoon times, some [358] of these are flattened, and it is normal to see school children helping to clear the grounds and putting on new thatch. It is my impression [727] generally that conditions are worse in southern Okinawa than in the northern area where war destruction was much less. The Civil Administration is well aware of these problems and the school construction program is, to all appearances, progressing. (2) Much the same situation and for the same reasons, exists with regard to school equipment. Rickety [352] chairs, old benches, bad blackboards contrast with the equipment of the new schools or of the old which escaped destruction.

875 (3) The post-war period has made a difference in the status of the school teacher (sensei). The destruction and disruption of the war, scarcity, high prices and low salaries have made his position in most [727] cases a precarious one. Before the war, the school teacher had prestige and money. Only the prestige remains. One high school principal estimated that the post-war prices have increased 100 times, the teachers' [465] salaries about fifty times. Immediately before the war, the starting [435] salary of a beginning teacher was Y45 a month. (The value of the pre-war Japanese yen was about US $0.27). A school principal received Y100 a month. Now the beginning salary for school teachers is about Y2200 and for principals Y5000. (The present value of the Okinawan yen is officially pegged at 120 to the dollar). Increases averaging about 30% went into effect in October 1951.

The school teacher has little or no money for clothing; his dress is the same nondescript combination of old civilian and army clothing that one sees on everyone else. This situation, serious in any country, is particularly so in a culture that has always regarded the teacher with such honor. The teaching profession is the source of many careers [555] in public office. Even in casual observation, one frequently finds that mayors, vice-mayors, former members of the Japanese civil service, started life as teachers.

The Okinawan teacher works hard and enthusiastically, but new attitudes are appearing which must be recognized. There is a desire to leave the profession, particularly noticeable in the male teachers under 30. Economic difficulties are reflected in frustration and discouragement. Okinawan school teachers, if the ones I knew are representative, have enthusiasm for ideas of democracy and freedom and for reforms that have

1: Glacken E-5 (1951-1952) 1953 AC7 Okinawa AC7

The only Buddhist priest in the areas studied was at the small village of Maegawa, within walking distance of Hinatogawa and Hanashiro. He was a priest of the Jōdo sect (Jōdoshu), one of the important sects of Japan, and stressing salvation by faith. The sect of the priest in this village is of no importance, since the rural people now or before the war had neither the interest nor the capacity for doctrinal distinctions. The temples of this sect were burned during the war, including one in the village of Kochinda, a junction point between Naha and Gushichan.

Before the war the colors of the robes varied with the sect and with the position of the priest in the hierarchy. In the Jōdo sect, the lowest grade wore black, followed up the scale by orange, blue or green, a chocolate reddish brown, and purple, the highest. This contrasts sharply with the priest's present improvisations. His is the black robe of the Shinshu sect. It is a summer garment, made of soft light silk called shiya and resembles a man's kimono, but is longer and sweeps the floor. The garment hangs straight down and is not gathered or tucked. The only other religious possessions were a bell and a badly soiled print of the Buddha (oshaku) which hung in his room.

Before the war, some people in the Gushichan area requested the services of a priest at funerals. After the war, the people of Hanashiro, and other villages as well, decided because of the expense, to forego the services of a priest.

Occasionally this priest officiates when the bones in the temporary tombs of Hinatogawa are moved to the extended family tomb at Itoman, or in a ceremony honoring a death anniversary. Few Okinawans became priests. This priest is a native of Japan, one of the few remaining Japanese priests in the island. At eleven, he entered a Buddhist temple (tera) and has been engaged in religious activity ever since. Now about 50, he has a wife and two children; his head is unshaved and the hair is of a conventional cut. He does not depend on the priesthood for a living, but is employed as an official in a village office.

The situation with regard to Buddhism was quite similar in Matsuda, although there is no priest in the vicinity. There is little doubt, if the villages studied are typical, that this already moribund religion is disappearing altogether here, choked off by lack of temples, lack of priests, and by indifference.

It is not so with household Buddhism, if this term may be used to describe ceremonies and beliefs centering around the Buddhist god shelf or family altar (butsudan). This household altar is in the second room of every home. Around it collect the sentimental memories of the past, such as family pictures, photographs of young soldiers and dearly loved relatives. Prayers and offerings of food and drink to the dead are made before it.

An important part of the Buddhist altar is a frame holding the memorial tablets for the family dead. These tablets (ihai) are pieces

1: Glacken E-5 (1951-1952) 1953 AC7 Okinawa AC7

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Ancestor Worship

"Ancestor worship" has been used to describe the devotion to the spirit of the dead and the long continued remembrance of them by the living. While it is too deeply intrenched to be changed, the term is not satisfactory. It is really the worship of those who precede one in death, and these may be ascendants or descendants. The term, "ancestor worship," also conceals the fact that there is a partnership of the living and the dead, which, continued by the living generation in the production of children, will carry over in the future, so that family continuity from the remote past to the remote future is never broken. It is, in the phrase of John Hubbard, "a chain of worship,"[2] not merely the worship of the past and of the dead. But whether in the popular mind these two conceptions, worship of the dead and the family as a continuity, are closely and consciously related is impossible for me to say. The two ideas exist side by side on the level of feeling: to respect one's ancestors and to have children.

Another form of ancestor worship occurs in observances honoring the first ancestor or the founder of the village. Each village has a place of the guardian god (ujigami), located on the supposed site where the founder of the village first settled, which perpetuates the memory of the founder, who may, in some cases, also be the first ancestor of a family living in the village. (It has been suggested that the ujigami also might be related historically to the fire deity). Ceremonies at the place of the village guardian god have a public character and were often conducted by the priestesses.

Hanashiro. The place of the guardian god, a small building, is located on a plot of village owned land, off the main road at the edge of the settlement where the cultivated land begins. It is not well kept up. There is no attendant or caretaker. When necessary, it is reconstructed by volunteer village effort. Broken stone stairs lead up to the small tile roofed building. Inside, there are 5 stones, about 10 inches on the side and 4 inches thick. Some have thought these also represent the primitive hearth stones associated with worship of the fire god. One villager described it as a woman's deity place. Before the war, emigrants to the South Seas, South America, Manchuria, or Japan and their relatives prayed here for the good health and early return of those departing.

Now there is public worship at the place on several occasions during the year. On the 3rd day of the 3rd month, a woman's holiday, women and children go to the seashore around Hinatogawa, and, on returning, pray at the place of the guardian god. On O-Bon, the village lion appears in front of this site. There is sanisen playing and the whole village offers a prayer. (Not all villages have the lion costume.

2 Quoted in L. Cranmer-Byng, The vision of Asia, New York, 1933, 42.

793 lives like other villagers, spending most of her time in the fields and around her home. She has children and grandchildren, but the father of her children no longer lives in Taira. She regards the continuation of the old ceremonies as her holy duty even though she has to do without most of the accustomed material support from the village and [358] in spite of disbelief and lack of participation. She has sought in vain [346] to have the village make necessary repairs on the simple village shrine near the township office and on the little hut where the ancestral tablets of her predecessors are kept.

793 While many of the former ceremonies have been discontinued, the 782 priestess is still called on to officiate at house-building ceremonies, to purify the lot, to offer prayers when the beams are raised, and to con- [342] duct the dedication when the house is finished. If the owner is mov- [776] ing out of an old house, the priestess notifies the fire deity so that he [778] will follow to the new abode. On other occasions the priestess conducts prayers at the village shrine or at one of the other sacred places near the village. Many of the prayers are succorant—requesting the aid and blessing of the gods in accomplishing a certain goal. In general, as Lebra has pointed out (1958), ceremonies of asking for help are more numerous and elaborate than thanksgiving ones.

[312] On New Year's morning the priestess prays at the water well. Since [178] so many ceremonies have been abbreviated and are no longer carried out in traditional detail, the priestess apologizes for short cuts in her prayers. If she fails to offer prayers in all prescribed spots, she pacifies [794] the deities by facing in the direction of the sacred place where the [787] ceremony should have been conducted. Although the priestess is clearly best qualified to enter into communication with the deities, many older women seem to possess such power also, and if the priestess' assistants are not present, another older woman can function as her helper.

782 For these ceremonies food for offerings is contributed by the village. 788 The priestess, in a white gown, kneels, flanked by her assistants, also in white, in front of a tray of sake, rice, or other food for the deities. [262] Charcoal incense sticks are burned while brief prayers asking the deities for a successful crop, thanking them for a harvest, or whatever [533] is appropriate to the occasion are mumbled. On certain occasions the women sing chants. After these ceremonies, the priestess, her assistants and the few others present, usually old women, share the food offerings.

796 One of the most dramatic ceremonies is held on Boat Race Day in 793 lunar June. Priestesses from several villages gather near Taira. During the ceremony the Taira priestess stands in the middle of a circle formed by the other priestesses and helpers, beating a drum as the

871 177 call that in their quest for education, adolescents and even adults attended the elementary grades. The introduction of a formal school system in the village marked the beginning of changes in the culture; the Japanese language was introduced, and teachers transmitted Japanese culture as part of the curriculum (Kerr, 1958). It is found today [191] that people too old to have attended school—which in the early years was not compulsory—are the only ones who do not speak Japanese and who are illiterate. Their number is small, probably less than 3% 872 of Taira's population.

346 [871] The school was moved about 40 years ago to nearby Kawata village, where a substantial schoolhouse was built. Today the elementary school is located there, about a one-mile walk from central Taira, but 3 miles from the outlying subvillage of Izena. The junior high school lies halfway between Taira and Kawata. During the war all school buildings were destroyed, but two new permanent structures for the elementary school were finished in 1954; one of these is a wooden building with a tile roof, the other an all-concrete, flat-roof structure of simple, modern design. Four classrooms and a teacher's room are located in these buildings. The remaining temporary, thatched-roof huts with three more classrooms will disappear as soon as the school rebuilding program is completed.

Built against a hill, the school has spacious grounds in front for sports and play. Classrooms for 30 to 35 students are fairly adequate in size and, in the new buildings, are well lighted by glass windows on sunny days but dark when skies are overcast because of the overhanging roof, which protects the hallway outside the classrooms from frequent showers, and the lack of artificial lighting. A building immediately be- [514] hind the classrooms houses latrines, separated for boys and girls, although both pass through the same passageway where boys use the urinals. Equipment is extremely poor and a great problem for principal and teachers. Simple, rickety desks and chairs of unfinished wood are bought or made by parents for their children. They are standard in design but differ in height according to the size of the child. Many first graders' furniture is made with future growth in mind, while some older students have outgrown their desks and chairs. An older sibling may pass on his table to a younger one if it is still serviceable after several years of nonchalant treatment.

876 [533] Teaching aids are few. A small organ is available for music lessons and is carried by several boys on the shoulders to the classroom where it is needed. Sometimes a teacher accompanies a singing class on a mouth organ. Visual aid material, maps, pictures, and charts are displayed in school rooms along with students' physical measurement tables and

2:Maretzki & Maretzki E-5 (1954-1955) 1963 AC7 Okinawa AC7
Taira

sometimes a chart indicating their birthdays. There are also exhibits of students' drawings, which enliven the simple rooms. Each classroom has at least one blackboard built into the wall. By withdrawing removable walls in the new building, individual rooms can be converted into one large auditorium with a small stage for special occasions.

The personal equipment carried by students, other than books, consists of notebooks, pencils, a ruler, abacus, and, for those who can afford it, crayons and drawing paper. Sports equipment is also scanty, and replacement budgets are too low to remedy the situation. Students bring their own tools for garden and agricultural work as well as for work on the school grounds.

The teachers' room has desks for each teacher and the principal and a large table in the center for meetings. A small corner is reserved for a kerosene stove to prepare tea. There are also two cots for the teacher who remains on duty as night watchmen or for a child who feels ill during school hours. No privacy is provided for teachers, since students enter the room on any pretext or crowd around the windows if something attracts their curiosity.

Upkeep of the school is the responsibility of teachers and students; the only paid help is a girl who acts as janitor, nurse, and servant. The students, supervised by their teachers, tidy up classrooms after school, scrub walls and floors at regular intervals, take care of the hallway, cut grass, and weeds, and clear ditches on the school grounds. When school repairs are needed, teachers and parents help if no specialist's work is needed, as in repairing the thatch roof of temporary buildings.

The present school system, although under American supervision, follows the Japanese pattern. A six-year elementary school education and three years of junior high school are compulsory. After graduation at about the age of 15, students can enter high school if they choose and can qualify by passing the extremely rigid entrance examinations, which eliminate a considerable number of applicants. High school students have to move to Ogimi in a nearby township where they room and board while attending school.

The curriculum in the Okinawan schools is on the whole similar to that in Japan. Japanese language continues to be the medium, and textbooks, as well as other school materials, are purchased from Japan. Children therefore continue to be familiarized with the culture of Japan as were their parents in the days before American administration. A number of changes have taken place since that time, however. Since the Ryukyus are at present under an independent administration, all symbols and paraphernalia pertaining to the Japanese Imperial House and to the Japanese nation have been removed from the schools.

2:Maretzki & Maretzki E-5 (1954-1955) 1963 AC7 Okinawa AC7
Taira

872 from the ranks of the older children. Instantly the principal turns a
[876] disapproving eye on them. He continues with a long list of rules concerning classroom behavior as well as safety. Finally the students are dismissed to march to their classrooms. In their eagerness the first graders break ranks and are sternly commanded to stay in line.

[346] The first-grade rooms are located in a temporary, wooden, thatched structure. The sides are open, and the dirt floor is hard and swept clean. As the group enters the room, a wild confusion develops as each child searches for his desk. The children with new desks have little difficulty, as they had played with them for days at home until they were brought to school earlier, but those who have inherited outgrown older siblings' desks and chairs are in sad disarray. Amid the screams and shouts of two roomsful of first graders, two high pitched female adult voices call for attention. Gradually the voices diminish on both sides of the thin wall until only the two teachers' voices are audible.

872 Roll call is taken after instructions are given as to how one is to
863 answer, ask to be excused, and to sit. After a brief consultation just outside the door, the two teachers organize their groups into two lines, males in one and females in the other. The observer standing just outside the windows of both rooms hears identical speeches on the merits of using the toilets before school starts. Continuing, the teachers locate facilities for the boys and those for the girls. The boys are allowed to go first, then the girls.

872 Back from the toilets, the little girls obediently march to their places and sit quietly at attention with their hands folded on their desk tops. The boys are noisily making their way to their places. Giggling and
[365] pushing each other, they knock into chairs and tables, annoying the girls.

872 During the first week of school, the teacher's chief task is to make
876 the first graders stop talking and playing in class. On one occasion when numerous appeals, threats, and commands had failed, one exasperated teacher remarked to the fieldworker, "Just like kindergarteners." Then she turned back to the children and called out loudly, "First graders!" "Yes!" shouted the children. "You are first graders, remember that. You are not kindergarten children who don't know anything or don't understand what teacher is saying. For those who cannot understand and do not listen, I will arrange for demotion to kindergarten, understand?" "Yes," replied the children sheepishly.

"Because so much time is taken in orienting the child the first day of school, we can only have a short lesson," explains the teacher apologetically to the observers. The parents nod appreciatively. A printed syllabary hanging to one side of the blackboard becomes the focus of